

**AN ANALYSIS OF MORAL VALUE IN
“13 REASONS WHY” NOVEL**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

**By
FARAS SERUNI
NPM. 1711040058**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H / 2021 M**

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Study Program : English Education

Advisor : Rohmatillah, M.Pd

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ABSTRACT

AN ANALYSIS OF MORAL VALUE IN 13 REASONS WHY NOVEL

By :
FARAS SERUNI

This research aims to know the types of moral value in 13 Reasons Why Novel. Moral value is the belief that people hold as good or bad behavior. The moral values were found by using Kinnier's theory which divides moral values into four types. 13 Reasons Why Novel is a young-adult novel talks about a story of how a girl who got bullied and sexual harassment end her life.

This qualitative descriptive research used documentation in collecting the data. The instrument of this research are document, field notes, the theory of moral value by Kinnier and the researcher herself. Five major phases were used to analyze the data based on Cresswell's theory which is to organize and prepare the data, read through all the data, analyze the data with coding process, generate a description, interpret the meaning. Finally, the researcher used investigator triangulation to validate the data analysis result.

After analyzing the 13 Reasons Why Novel, there were found three types of moral values with certain aspects for each type. The first type is commitment to something greater than oneself. The second type is self-respect with humility, self-discipline, and responsibility. The third type is respect and caring for others.

Keywords : *Moral Value, 13 Reasons Why Novel, Descriptive Qualitative Research*

DECLARATION

I hereby state that this thesis entitled: An Analysis of Moral Value in 13 Reasons Why Novel is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 21 Oktober 2021

Declared by



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A thesis entitled : **“AN ANALYSIS OF MORAL VALUE IN 13 REASONS WHY NOVEL”**, by **FARAS SERUNI, NPM: 1711040058**, Study Program: English Education, was tested and defended in the final examination held on **Thursday, October 21, 2021.**

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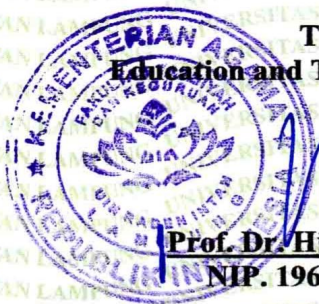
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَوْ أَنزَلْنَاهُ هَذَا الْقُرْآنَ عَلَى جَبَلٍ لَّرَأَيْنَاهُ خَاشِعًا مُّتَصَدِّعًا مِّنْ خَشْيَةِ اللَّهِ وَتِلْكَ
الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ لَعَلَّهُمْ يَتَفَكَّرُونَ (٢١)

If We had sent down this Qur'an upon a mountain, thou wouldst certainly have seen it humbled and rent asunder for fear of Allah. And these are similitudes that We set forth of mankind that they may reflect.¹

(Q.S Al – Hasyr : 21)

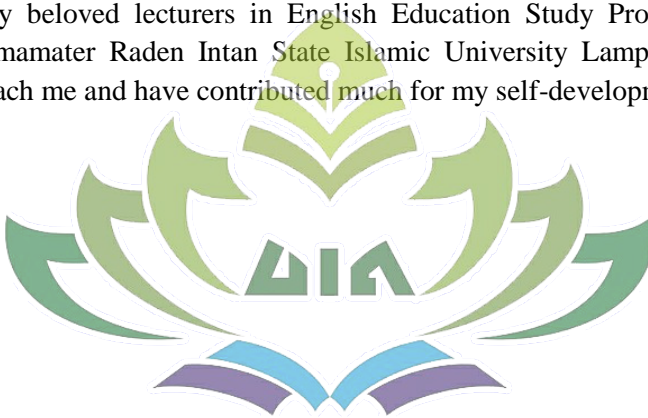


¹ Sher'Ali, Maulawi. *The Holy Qur'an: Arabic Text and English Translation*, (United Kingdom: Islam International Publications Ltd., 2015), page 657.

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah Subhanahu wata'ala who always be here and help His servant.
2. Nabi Muhammad ﷺ who guide us from the darkness to the lightness.
3. My beloved parents, Mr. Mustaqim and Mrs. Intan Suri who always love me , support me and pray for my success. Thank you for all the support, May Allah bless your life.
4. My beloved lecturers in English Education Study Program and alمامater Raden Intan State Islamic University Lampung, who teach me and have contributed much for my self-development.



CURRICULUM VITAE

The name of the researcher is Faras Seruni, called by Faras or Ara. She was born on September 2, 1999, in Bandar Lampung. She is the first child of Mr. Mustaqim and Mrs. Intan Suri. She has one younger sister named Fitridiani Sahzania.

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This thesis entitled “An Analysis of Moral Value in 13 Reasons Why Novel” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to say her gratitude to the following people for their ideas, time and guidance for this thesis :

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Finally, none or nothing is perfect and neither is this thesis. Any corrections and suggestion for this thesis is always open-heartedly welcome.



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CHAPTER I

INTRODUCTION

A. Title Confirmation

In order to comprehend the title of this thesis and to avoid misunderstanding, the writer needs to explain some terms which are related to the title of the proposal. The title of this proposal is **An Analysis of Moral Value in 13 Reasons Why Novel**. The descriptions of the meaning of several terms contained in the title of this proposal are as follows:

Generally, analysis is an activity such as parsing, differentiating, sorting something to be classified or grouped according to certain criteria and looking for the connection and interpreting its meaning. Analysis in this research is defined as a way to know the moral values which exist in 13 Reasons Why Novel. The activities in analyzing include sorting the data, classifying the data in accordance with the theory used in this research, and elaborating the data found then describing the meaning. The analysis is done to gain a detailed understanding of the moral value in the novel.

A novel is a piece of writing that mostly talks about human life and problem. It presents the author's experience and idea in a form of narrative. There are several benefits in using novel in teaching language which are; help to build the cultural knowledge of the target language; improves students' language and literary skills; motivate students in reading more and teach them to learn from other people's experiences. In this research, the position of novel is as a subject that is going to be investigated.

Furthermore, this research focuses on moral values which contain in a novel. Moral value is a human behavior that is accepted by society as a good or a bad thing, it can be a measurement that is used to determine human's attitudes and actions whether it is right or wrong. In a novel, moral value is an essential lesson that is conveyed by the author. Novel usually

contains more than one moral value which is basically divided according to human's problem. Generally, human's problem with themselves, other people, and God.

In addition, the theory of moral value classification that is used in this research comes from Richard T. Kinnier, et al. He classified the types of moral values into four types based on seven religions (Judaism, Christianity, Islam, Hinduism, Taoism, Confucianism, Buddhism) and three secular organizations (Humanism, Atheism, United Nations). The data which already collected will be analyzed to be sorted and classified into one of four types of moral values. The first type of moral value is the commitment to something greater than oneself. This type is about human behavior when they are committed to something huge, which includes recognizing the presence of God and behave like what He commands, know the purpose of living, seek truth and justice. Secondly, the moral value that are related to ourself such as self-respect, self-discipline, and responsibility. Third is respect and caring for others. In this type, human should realize that they are social creatures that need other people to live their life. Therefore, people should be well-behaved to each other. The last is about caring for other living things and the environment. This type of moral value defines human relationship with the environment in which human must conserve the environment.

The novel that will be analyzed in this research entitled "13 Reasons Why". The genre of this novel is young-adult that written by Jay Asher and published by Penguin Book Group Inc. The story begins by telling the readers how the girl named Hannah Baker died in a way of Clay Jensen, Hannah's friend, listening to Hannah's tapes that she made when she was alive. There are seven tapes and in each tape, there is side A and side B which talk about things or persons that make her want to end her life. The tapes describe how is the pressure that she get day by day.

Therefore, what the authors mean by the title of the proposal about **An Analysis of Moral Value in 13 Reasons Why Novel** is to know the types of moral values from the characters in 13 Reasons Why novel based on Kinnier's theory of moral value.

B. Background of the Problem

Moral value is a necessary value in education that is associated with the good or bad of human behavior. It is essential in education since it harmonizes the need for the student to achieve in a competitive world and the need to care for his fellow beings. The primary goals of education should enable students to gain knowledge and moral values state Anamika in her journal.¹ Therefore, the role of an educator is not only to make the students gain or understand the knowledge but also to build the students' moral value.

There are some reasons of why moral value is necessary for education. Firstly, the students need both knowledge and moral value in preparing themselves for future roles in society. Secondly, many parents do not teach about moral values at home since they are too busy at work. Then, there is too much violence and dishonesty in society. In addition, learning about moral values is able to counter bad influences in society.² Regarding to that reasons, moral value is important to be taught to the students since education is not only transferring knowledge but also building a moral value of the students.

In learning moral values to widen the students' acknowledgment, the teacher may use novel as a medium to deliver the moral value. Novel is kind of a literary work that is a part of literature. Traditionally, literature is defined as an inherent imaginative and artistry body of writing.³ Luken points out that literature gives people pleasure and understanding as it explores the nature of human beings and the circumstances of humankind.⁴ Moreover, Eagleton explains that literature can train people to have a plural thought and feeling, make them aware that there are

¹ Banerjee, Anamika, *Moral Values: A Necessary Part of the Curriculum*, (Mewar University, Chittorgarh, Rajasthan, Indian Journal of Research, Vol 3(5), 2014), page 1.

² *Ibid.*

³ Rebecca Luken, *A Critical Handbook of Children's Literature*, (Pearson Inc, 2003), p. 3.

⁴ *Ibid.*, p.10.

more than one point of view than theirs.⁵ The expression of life that is poured out in literature can be used as a lesson to know about someone's experience without having to experience it.

The aspect of human life can be reflected in literary work. Literary work like poetry, novel, short story or plays. Eagleton states that literary work is identically with the author's had in mind at the time of writing.⁶ A novel is certainly considered one among literary work that conveys a message on a story. Abrams as cited in Rakhees says that novel may be a term that applies to a number of writings which have in common solely the characteristic of being prolonged works of fiction written in prose.⁷ Every novel has its own points to be delivered to the readers. People can get a piece of knowledge, enjoyment, information, and lesson by reading a novel. Graham in Yulia, says that a novel develops a topic that is one of the first-class approaches to explicit moral and social concept.⁸ Moral value is one of the important elements in the literary work that provides a message by the author to the readers. Moral value can be seen by the character's attitude and behavior. Warren and Wellek states that literature's function is pleasure and useful.⁹ From literature, people can take a lesson from what is going through or it can be as an enjoyment.

Novel has a lot of good impact as a media to learn a foreign language. According to Lazar in Rakhees, he points out that novel enable learners to make a prediction, draw conclusions and decipher the implied meaning lied behind the literal meaning of words. It gives a look on the target language tradition and allows

⁵ Terry Eagleton, *Literary Theory: An Introduction* 2nd ed, (Great Britarian: Blackwell, 1996) , page 22.

⁶ *Ibid*, page 58.

⁷ Arafat Abdali Rakhees, *The Role of Literature in Teaching and Learning English as a Foreign Language: A Theoretical Perspective*. (Open Educational College in Basrah. 2014), page 9.

⁸ Yulia Aldina Sagala, *A Description on Characterization of Main Character in John Grisham's Novel Theodore Boone the Abduction*, (Medan: Sumatra Utara University, 2019), p. 1.

⁹ Austin Warren & Rene Wellek. *Theory of Literature*. (United States: Harcourt, Brace Company. 1948) page 21.

people to apprehend and appreciate it.¹⁰ In relation to the necessary part of moral value in education and the advantages of using novels as a medium in language teaching, the researcher is interested to conduct research about analyzing and describing the moral values that exist in a novel entitled *13 Reasons Why* Novel by Jay Asher.

The researcher chose the *13 Reasons Why* novel due to this novel reflects problems that occur in reality such as bullying, sexual assault, and sexual abuse which nowadays is a common thing that happens. Besides, the novelty of this research between the previous researches relies on the theme of the novel. In the previous researches, the theme was about education, the story of an orphan, and the struggle of a sick person while this novel raised the theme about serious issues which happen around the world. This novel is interesting to be studied since it provides an insight into the world issues, know what kind of words or actions which can make a bad impact on others, and give an experience to the readers of how to live as a victim of bullying and sexual assault so they can prevent to do something which is useless. The goals of this research are not only to know what are the moral values in the novel but also as a research enrichment of making a novel as a media of learning about life, culture, language, and other people's experience. The researcher investigated the moral values in *13 Reasons Why* novel under the title “An Analysis of Moral Values in *13 Reasons Why* Novel”.

C. Focus and Sub-focus of the Problem

Based on the background of the research, this research focuses on the analysis of moral values in *13 Reasons Why* novel. Meanwhile, the sub-focus of this research is to analyze the types of moral values in *13 Reasons Why* Novel by Jay Asher based on Kinnier's theory.

¹⁰ Arafat Abdali Rakhees, *Op.cit*, page 9.

D. Problem Formulation

Based on the focus and sub-focus, the formulation of this problem is “What are the types of moral values in 13 Reasons Why Novel based on Kinnier’s theory?”

E. Objective of the Research

Based on the formulation of the problem, the objectives of this research are to know the types of moral values that exist in 13 Reasons Why Novel based on Kinnier’s theory.

F. Significance of the Research

The researcher expects the result of this research can be useful as follows:

1. Theoretically

- a. This research can contribute to the development of literary study.
- b. The result of the research gives information to the readers about moral values in 13 Reasons Why Novel.
- c. The result of the research can be used as an analysis research enrichment of moral value in literature.
- d. The moral values that are being described can be useful for the readers to learn from the novel and apply it in daily life.

2. Practically

- a. For the student, to inspire them about the important moral values from the novel and to improve their ability in literature appreciation such as sharpening their feelings, reasoning, and imagination as well as their sensitivity to the society, culture, and environment.
- b. For the teacher, to support the English Language Learning with a novel that can be used as an authentic learning material for the students.

- c. For the other researcher, to add insight and knowledge about the novel, especially on the moral value which is contained in the novel.

G. Relevant Research

There are several previous researches that are relevant to the research. First, the research by Varamedina with the title “An Analysis of Moral Values in Dickens’ Oliver Twist”. After reading the novel intensively, the researcher found moral values in that novel. The author conveys the moral values referring to the life of an orphan concerned with the sense of humanity. Oliver twist who is an orphan always be polite and kind to people even though people don’t treat him the same way. Thus, it teaches us to kill the evil deeds with kindness as if it is always done by the Oliver twist in the story. This research discusses about the way of the author delivering the moral value as well.

The second research is entitled “Analysis of the Good Moral Values of “Black” movie script by Latif. He discovered some points of moral value that exist in the Black movie by describing complete data and the time when the dialogue is present. These points of moral values believe in God, hard work, respect for each other, love and affection, never give up, optimism, perseverance, and responsibility. Not only describe the moral values, but this research also talks about the style of how the moral value is being delivered in the movie.

The third is from Fajar under the title “Moral Values Analysis in the Rainbow Troops Novel Written by Andrea Hirata”. After he analyzed the novel, he found out that there are some moral values in the novel. The types of moral values are related to the moral issues of human relationships with God and the human relationship with either themselves or with other people. He then describes each moral value in the novel with the types of moral values. Individual human relationships discovered within the novel like honesty, humility, sincerity, patience, responsibility, yearning, tenacity, self-control, hatred, etc. Then, the human

relationship with society, there are friendship, kinship, loyalty, superior and subordinate, harmony, and mutual help. In the human relationship with God, there is obedience, have positive thoughts, gratitude, and repentance.

H. Research Method

This research is qualitative descriptive research since the researcher would describe a certain object which in this case is the moral value of *13 Reasons Why* novel. Miles and Huberman state that qualitative research uses a word that is arranged in the text that is expanded.¹¹ Meanwhile, Bogdan and Biklen explain that qualitative research is descriptive. The data collected is in the form of words and pictures instead of numbers, processing the data taken from various sources such as transcripts, articles, and so on.¹² In addition, Moeleng says qualitative research aims to understand the phenomenon of the subject's experience such as behavior, thoughts, motivation, or action.¹³ It means that qualitative research is a kind of research that focuses on the subject's phenomenon and the data would be gathered and present in words.

In order to give a detailed explanation or describe the moral values that exist in *13 Reasons Why* novel, the researcher used a descriptive research design. Descriptive design is a scientific method of research with observing and picturing the subject's behavior as in the fact.¹⁴ In other words, descriptive research design suits the aim of the researcher that described the moral value of the subject.

¹¹ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: A Method Sourcebook 3rd ed*, (California: SAGE Publications Inc1994), p.16.

¹² Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods 5th ed*, (Boston: Allyn and Bacon Inc, 1998), p.5

¹³ Lexy J. Moeleng, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 6.

¹⁴ Shuttleworth, Martyn. *Explorable: Descriptive Research Design*, Accessed online <https://explorable.com/descriptive-research-design>, on October 28, 2021.

1. Research Procedure

The research procedure is the procedure that the researcher should know and follow in conducting this research. The procedure of this research is as follows:

a. Pre-Field Stage

This stage is an activity that the researcher do before collecting the data, namely :

- 1) Arrange the research
- 2) Determine the focus of the research.
- 3) Prepare for the theory and the method in conducting the research.
- 4) Seminar proposal.

b. Field Work Stage

At this stage, the researcher does the research by :

- 1) Read the novel.
- 2) Collect the data.

c. Data Analysis Stage

All of the data which already gathered during the research would be analyzed and the data of the research would be validated. The steps of this stage, namely :

- 1) Analyze the data
- 2) Interpret the data¹⁵

2. Research Instrument

Instrument is a device that is used to accumulate the data in the research. In this studies, the researcher utilized documents, field notes, and the researcher herself as the important device in this studies to analyze a novel. Lincoln

¹⁵ Lexy. J. Moleong, *Op.cit.* p. 127-151.

and Guba in Ary presents a concept of human as a device because of in qualitative research, the researchers need a tool that is capable to apprehend the complexity of human experiences and situations.¹⁶ Field notes is a written notes about what the researcher heard, seen and thought while collecting data in qualitative research. The notes are in the form of scribbles as necessary which are shortened, contains key words, phrases, main points.¹⁷

Meanwhile, a document is a wide range of written and visual materials. Sugiyono states that a document is an instrument to collect data and information in the form of books, archives, figures, and pictures, also a monumental work of someone.¹⁸ The document used in this research was *13 Reasons Why* novel and the theory of moral value from Kinnier. The researcher as the human instrument collected the data, analyzed the data, described the data, and concluded the data. To analyze data, the researcher used the theory of moral values from Kinnier as another instrument to answer the research question which can be seen from the table below :

Table 1.1 Types of Moral Value by Kinnier

No.	Types of Moral Value	Aspect
1	Commitment something to greater than oneself	a. To recognize the presence of and committed to the Almighty and realize the purpose of living b. To seek truth c. To seek justice

¹⁶ Donald Ary, et al, *Introduction to Research in Education 8th ed*, (Belmont: Wadsworth Cengage Learning, 2009), p. 424.

¹⁷ Lexy. J. Moleong, *Op.cit.* p. 208.

¹⁸ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Penerbit Alfabeta, 2015), p. 329.

2	Self-respect with humility, self-discipline, and responsibility	<ul style="list-style-type: none"> a. To respect and care for oneself b. To not exalt or overindulge, show humility and avoid being greedy, selfish, and egoism c. To act in accordance with one's conscience to accept responsibility for one's behavior
3	Respect and caring for others	<ul style="list-style-type: none"> a. To recognize the connectedness between all people b. To sense humankind and to be helpful to individual c. To be caring, respectful, compassionate, tolerant, and forgiving others.
4	Caring for other living things and the environment	To conserve and protect other living things and the environment.

Moreover, the researcher provides a form in collecting the data to make it easier to display the data collecting results :

Table. 1.2 Form of Data Collecting Result

No.	Page	Data	Types of Moral Value	Aspect
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3. Data Source

The source of data is the vital thing in this research. Lofland as mentioned in Moleong exclaimed that the primary data sources in qualitative research are words, actions, and documents¹⁹. There are varieties of information on this research that are primary data and secondary data. Firstly, the primary data. It is a data collected directly by the researcher or it can be said that it is the original data. The primary source of data is collected from the *13 Reasons Why* Novel written by Jay Asher in the form of words that contained moral values. This novel was published by Penguin Books Group Inc. in 2007. It consists of 288 pages. Next, secondary data is the data that already exist or available. This kind of data can be in the form of journal, essays, other research, the internet, and books that can be used as supporting documents.

4. Data Collecting Technique

Data collecting technique is a way of getting the data through one or more techniques. In qualitative research, based on Ary there is three most common data collection technique that can be used which are observation, interview, and document or artifact analysis.²⁰ In this case, the technique in collecting the data was documentation. Documentation is the ways in collecting the data from a book, archives, document, picture, or handwritten. Documentation is used to get data that will be analyzed later. The researcher collected the data from *13 Reasons Why* novel to find words, phrases or

¹⁹ Lexy. J. Moleong, *Op.cit.* p. 157.

²⁰ Donald Ary, *Op.cit.* p. 431.

sentences that are match with the research object. In gathering the data, the researcher had followed some steps:

- a. The researcher should already have an understanding of moral values and Kinnier's theory about the classification of moral values which will be used in this research.
- b. The researcher read the novel, *13 Reasons Why* by Jay Asher. The researcher might read it more than one time in order to get accurate and complete data.
- c. The researcher identified and marked off the words that contain moral values.
- d. The researcher gathered words in the form of sentences, phrases, conversations, or paragraphs that contain moral values and take notes of them.
- e. The researcher listed the sentences or conversations that contain a moral value in *13 Reasons Why* Novel.

5. Data Analysis

Data analysis is the process of managing the data by analyzing the collected data which will be interpreted or described later. Based on Bogdan and Biklen, data analysis is the systematic process of finding and organizing the materials that allows others to share their findings.²¹ To analyze the data, the researcher utilized Cresswell's theory. Cresswell affords five steps to analyze the data which are: organize and prepare the data, read through all the data, analyze the data with coding process, generate a description and interpret the meaning.²² The researcher had followed some steps in order to analyze the data, namely:

²¹ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* 5th ed, (Boston: Allyn and Bacon Inc, 1998), p.172.

²² John W. Cresswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* 3rd ed, (California: SAGE Publications, 2008), p. 172-174.

- a. Organize and prepare the data.

The researcher sorted and arranged the data into different types depends on the theory that the researcher uses to categorize the moral values.

- b. Read through all the data

The researcher read the data in order to get a general understanding of the data that is already collected and to reflect on its overall meaning.

- c. Analyze the data with the coding process

The researcher analyzed the data with coding process. Coding process is a process that includes the activities for instance taking text data or pictures that are collected, split sentences or paragraphs into categories, and labeling those categories with a term. It is a process of identifying and classifying the clearness of the data.²³ Thus, the researcher defined and classified the data which already been gathered by using Kinnier's theory of moral value classification.

- d. Generate a description

The researcher made a description in a narrative passage design to presents the findings of the analysis. Description includes detailed information about the people, places, or events in a setting.

- e. Interpret the meaning

In the last step, the researcher made a meaning interpretation of the data which has been analyzed.

6. Trustworthiness of the Data

In a research, trustworthiness of the data is a proof that the data can be accounted for. In qualitative research, findings or data are valid if there is no difference between what is being

²³ *Ibid.*

reported by the researcher with what is going on the subject of the research which is being investigated. In conducting the trustworthiness test of the data, the researcher utilized triangulation. Triangulation is defined as checking the data from various things. Denzin on Hales explains that triangulation itself is divided into several kinds, namely :

a. Data Triangulation

This kind of triangulation is about using various data resources such as time, space, and people involved in a research. Data triangulation will reduce the risk of false interpretation and reinforce conclusions of the findings.

b. Method Triangulation

In this kinds of triangulation, the researcher use multiple methods while studying the same phenomenon under one research. The purpose is to lower the deficiencies and biases that come from any single method.

c. Investigator Triangulation

Investigator triangulation defines as the use of more than one investigator, interviewer, observer, researcher, or data analyst in a research. The ability to certify discoveries throughout investigators without earlier discussion between them can significantly enhance the credibility of the discoveries.

d. Theory Triangulation

In order to validate the data, the researcher utilized different theories or perspectives when inspecting a situation or phenomenon. The point of this kind of triangulation is to see at a situation from a different point of view.²⁴

²⁴David Hales, *An Introduction to Triangulation*, (Geneva : UNAIDS Monitoring and Evaluating Fundamentals Series ,2010) page 14 -16.

However, from the five kinds of triangulation above, the researcher only used investigator triangulation. To check whether the data is valid or not, the validation would be checked by the expert to the study related to this research.

I. Systematic of the Discussion

The discussion of this research would be systemized into five chapters that are related to one another. The structure of the discussion is as below :

Chapter I: This chapter is an introduction which consists of title affirmation, background and focus and sub-focus of the research, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research methodology, and systematic discussion.

Chapter II: This chapter presents theories from experts to support this research study which consists of theories about Moral Value, Types of Moral Value, Novel, Advantages of Novel in Language Teaching, and Relevant between Literature and English Language Teaching.

Chapter III: This chapter consists of a general description of the object in the research which in this case is “13 Reasons Why” Novel and there is data and fact presentation of the research to show how the result of data analysis will be presented.

Chapter VI: This chapter is about the results of the research. There are research findings and discussion. The research findings discusses the data analysis results and a list of the findings of the types of moral value that exist in 13 Reasons Novel, while the discussions explain the answer of the research

question and discuss the findings of the moral values found in the novel.

Chapter V: This chapter consists of conclusion and recommendation. The conclusion contains a statement from the researcher about the result of the research according to the data analysis and the research findings whilst the recommendation states the researcher's suggestion of the upcoming research.



CHAPTER II

LITERATURE REVIEW

A. Theory

1. Moral Value

a. Concept of Moral Value

Moral value is a value of human behavior whether it is good behavior or bad behavior. Moral values are associated with the goodness and the badness of human act. It is such a doctrine concerning about attitude, conduct, obligation, manner, and decency that is accepted by society.²⁵ Meanwhile, Wibawa in Fitriani defines that moral values may be used for standard of norm for someone or a community to decide whether the attitude and action are good or not.²⁶ The meaning of moral value is an objective picture of human behavior in living life. It can be used to judge someone's actions that are perceived as good or bad in a society. According to Murray, moral value is a faith of a person that he holds about good or bad manner to act in a moral situation.²⁷ It is the belief that people should behave in a way that will benefit them and not harm others.

Based on Sorley, moral values are a complete view of the life value which must take all values into account, not merely values from a specific character and volition.²⁸ The things that people acknowledge as right or wrong comes as a result of a social construct and first emerged from traditions, customs, and culture. Kinnier mentions one

²⁵ Elya Susana, *Moral Value in Charlotte Bronte's Novel Jane Eyre*, (Medan: Islamic University of Sumatra Utara, 2018). p 288.

²⁶ Fitriani, Rafy, et al, *An Analysis of Moral Values in Novel "Oliver Twist" by Charles Dickens*, (Riau: Pasir Pangairan University, 2013). p. 2.

²⁷ R. Murray, *Moral Development Theories-Secular and Religious*, (London: Greenwood Press, 1997), p.68

²⁸ W.R Sorley, *Moral Values and the Idea of God*, (New York: Cambridge University Press,2014). p. 509-510.

type of moral values is respect and care for other people or what is called by Golden Rule. It is about recognizing the connection between others, serving humankind and being care, respect, compassionate, tolerant, forgive others.²⁹ In other words, the basic concept of moral value is a value that comes from the lifestyles of humans as social beings which have a relation with the human in the society and the surroundings they stay in.

Furthermore, morality is the value that is related to customs, manners, and behavior. In addition, moral comes from Latin with the word “mos” means customs.³⁰ Indeed, moral itself means customs or habits. Moral value is an action or behavior which is appropriate to oneself social groups. Since then, it is relative in understanding certain good and bad behavior which means that something that is in general considered as a good thing for someone or a group may not necessarily the same for other people or other group.

In summary from the expert's view, moral values are the belief and principles that people hold as right or wrong, good or bad. These values are based on our experiences of life. The behavior that is accepted by society as a good or a bad action which can be a measurement that is used to decide what is right or wrong of human's attitudes and actions.

b. Moral Value in Novel

Moral value in literature commonly portray the author's view of life, the author's view of value that is being brought to the readers. According to Kenny in Nurgiyantoro, moral value in a novel or a story is supposed

²⁹ Richard T. Kinnier, et al, *A Shortlist of Universal Moral Values, Counseling and Values*, (Vol45(1), 2000), p. 10

³⁰ Zuriah N, *Pendidikan Moral dan Budi Pekerti dalam Perspektif Rubahan*, (Jakarta: Bumi Aksara, 2017). p 17.

to be a piece of advice that is related to the specific moral which can be taken from a story.³¹ Moral value is a lesson taught from a tale, an event, or an experience. In the novel, a moral message usually expressed either directly or indirectly by the author to the readers through literary works. For literature work, moral value considered as a message from the author in order to share with the reader about good or bad conduct.

In literary work, especially novels which relatively have a long story, often have more than one moral message. It is based on the readers' considerations or interpretations. The type and form of moral values contained in literary works depend on the beliefs and desires of the author concerned. The type of moral itself can be a human's problem of life that tends to be unlimited. Generally, human's problem can be divided into three where each relationship can be explained more specifically, namely :

- 1) Relationship between human beings and himself.
- 2) Relationship between human beings and other people.
- 3) Relationship between human beings and God.³²

The essence of moral in fiction is it is something that the author desires to deliver to the reads, the meaning of a literary work. Definitely, there will be more than one moral value contained in a novel. However, just like a theme, there must be a moral value that can be categorized as the main thing to be told.

To sum up, moral value in a novel is a message that is delivered from the author to the reader. Moral in literature normally displays the perspectives of the author's life and the perspectives on the values of truth.

³¹ Burhan Nurgiyantoro, *Teori Pengkajian Fiksi Revisi ed*, (Yogyakarta: Gadjah Mada University Press, 2013), p.321.

³² *Ibid*, p. 323.

In novel, moral value can be conveyed from the author in a form of human's problem with himself, other people and God.

c. Types of Moral Value

Every literary work contains a moral value that can be delivered more than one. The moral value itself covers the problem which can be said unlimited. If Nurgiyantoro divides the human problem into three relationships which are related with your ownself, with others, and with God, Hartmann divided it to be more specific. Hartmann categorized the moral values into three special moral values. Each general point from the three special moral values, Hartmann specified it again. The detailed explanation of Hartmann's theory, namely :

- 1) First Group (Justice, Wisdom, Courage, Self-control, The Aristotelian virtues)
- 2) Second Group (Brotherly Love, Truthfulness and Uprightness, Trustworthiness and Fidelity, Trust and Faith, Modesty, Humility, Aloofness, The Value of Social Intercourse)
- 3) Third Group (Love of the Remote, Radiant Virtue, Personal Love)³³

Another classification of moral value types are comes from Kinnier, et al. According to them, there are four major categories of moral values that is based on seven religions (Judaism, Christianity, Islam, Hinduism, Taoism, Confucianism, Buddhism) and three secular organizations (Humanism, Atheism, United Nations). They call it as "universal moral values". The theory of moral values from Kinnier, et al. will be used in this

³³ Nicolai Hartmann. *Ethics : Moral Value*, (London : George Allen & Unwin Ltd, 2004).

research as a grand theory. The four major moral values, namely :

1) Commitment to something greater than oneself.

- a) To recognize the existence of and be committed to a Supreme being, higher principle, transcendent purpose, or meaning to one's existence

This aspect defines that humans should realize the existence of God, dedicate the life to worship the almighty and understand the reason of their existence or the purpose of living on earth. The belief in a religion that a person holds as a way of life.

- b) To seek truth

This aspect of moral value tells humans to hold the truth and do not conceal the truth knowingly. They should show who they really are, be honest and talk honestly.

- c) To seek justice³⁴

This aspect defines that humans should behave justly. The act of treating others fairly.

2) Self-respect with humility, Self-discipline, and acceptance of personal responsibility.

- a) To respect and care for oneself

This aspect explains that humans should take care of themselves and give respect in order to make their life more valuable. This self-respect is a form of self-love. Respect, is a Latin word "Respectus" that means attention, regard and consideration. Respect

³⁴ Richard T. Kinnier, *Op.cit*, Page 9.

to oneself is the ability to value or appreciate oneself.³⁵

- b) To not exalt oneself or overindulge, to show humility and avoid greed, or other forms of selfishness or self – centeredness.

This aspect shows that humans have to be humble and not arrogant. Humans must not only think about themselves but also others.

- c) To act in accordance with one's conscience and to accept responsibility for one's behavior³⁶

This aspect defines that humans should face the consequences of their acts which they did it based on their thought and feeling.

3) Respect and Caring for Others.

- a) To recognize the connectedness between all people

This aspect defines as a social connection. Social connection is when someone feels connected to others, cared and valued by them. These feelings will perfectly benefit humans' survival³⁷. This is about humans' realization that they are social creatures which means that they need other people to live their life.

- b) To serve humankind and to be helpful to individuals

³⁵ Alejandra Salazar. 2019. Respect: *What is it, types, examples, learn and teach respect*. Accessed online <https://blog.cognifit.com/respect/>.

³⁶ Richard T. Kinnier, et al. *Op.cit*, page 10.

³⁷ Naomi I Eisenberger, Cole, Steve W. 2012. "Social neuroscience and health: neurophysiological mechanisms linking social ties with physical health". *Nature Neuroscience*. **15** (5): 669–674.

This aspect tells that humans should help and do good to each other. Avoiding to do a bad thing that could hurt each other such as steal from fellow beings, tell lies, kill others. Serving humankind is a selfless service that a person do for the cause of humanity. As a human beings, people should embrace the whole humanity and ready to help everyone.

- c) To be caring, respectful, compassionate, tolerant, and forgiving of others.

This aspect defines how humans must do something good to other people for instance respect, care, and be compassionate, tolerant, and forgiving towards others. The feeling of respect for others can be in the form of respect for parents, teacher or other human being. The act of respect is accepting and considering another person. While, care is the feeling of concern to someone or something.³⁸

- 4) Caring for other living things and the environment.³⁹

This moral value defines the relationship between humans and the environment that they should conserve. Humans should love and protect the environment properly.

From the explanation above, to end things off the classifications of moral values are based on the seven religions and three organizations. Moral value is about value that expresses the belief of someone or faith in something greater like people having faith in God as well. In addition, the types of moral values based on Kinnier's

³⁸ Alejandra Salazar. *Op.cit.*

³⁹ Richard T. Kinnier, et al. *Loc.cit*

theory discuss about human behavior toward God, himself, other people, and the environment.

2. Novel

a. Concept of Novel

Novel is one of the most famous literary works. This is a written book that tells a story of fiction. The word “novel” derives from Italian word names “novella”, which means a new small stuff and later be known as a short story in prose. Albloby states that novel is a narrative that tells prose in the form of a long story, including some fictional characters and events.⁴⁰ Novel is often considered to be a form of literature since it contains many elements that make it unique and interesting. It is imaginative literature belonging to narrative novel. Imaginary literature constantly presents experience through the fictional presentation of characters, thoughts, and events.

Besides, Bennet says that a simple way to define a narrative as a series of events with a specific sequence of beginning, middle and end⁴¹. The logical or causal relationship between one event and another constitutes fundamental aspects of every narrative. Yudiono as cited in Yuliana explains that novel is a type of literary work in the form of prose with a long narrative that presents the broad side of human life. It cannot be divide based on the circumstances of the society that involve the author and the reader.⁴² It means that novel comes as a

⁴⁰ Amir Mohammed Albloby and Mahmud Ali Ahmed, *Research Article Developing the Students Literary Appreciation of Novels via Facebook*, (Sudan University of Science and Technology & Kassala University, Vol6(9), 2015), page 612.

⁴¹ Andrew Bennet and Nicholas Royle, *Introduction to Literature, Criticism and theory* (3rded), (Edinburgh Gate: Person Education Limited, 2004), page 53.

⁴² Fitri Yuliana, *Hegemoni Kekuasaan dalam Novel Nika Baronta Karya Alan Malingi*, (Malang, Muhammadiyah Malang University, 2017), page 12.

result of the author's experience with the conditions and situations in the environment. It can be considered as a media in pouring thoughts, feelings, and ideas of the author in responding to the life around the author.

Additionally, Abrams in Arafat states that novel is a term applicable to various writings, and what they have in common only as an extension of prose fiction.⁴³ Novel is a long prose that presents a wide insight of fiction which has a fictional character. Hudson defines a novel as self-contained; it provides everything the author believes is necessary to understand and enjoy his work on his own compass.⁴⁴

To conclude, a novel is a kind of writing that tells a fiction story. It is one of literary work that delivers a story in a series of events which usually presents the author's experience and idea based on reality. Almost all events or ideas are a reflection of the reality in a novel. The author creates characters, plots, and settings which are familiar to readers to make the reader to easily understand and enjoy the story. Novel is full of life values that can be used as a way of life and add insight to the reader.

b. Benefits of Novel in Language Teaching

Most novels are telling about human beings and their issues, especially the conflict between individual and the society in which they live. The authors expresses their ideas, imagination, feeling, morality in a novel through a character, plot and setting that they create. Tsai explains that when a novel used in a class, the role of the teacher change into a narrator rather than lecturer, so the students may be an active reader of the authentic texts that give

⁴³ Arafat Abdali Rakhees, *Op.cit* page 9.

⁴⁴ William Henry Hudson, *An Introduction to the Study of Literature*, (London: New Impression Reset, George G. Haris, 1916), page 168.

them a genuine view of the real world.⁴⁵ Novels are exciting items to read and study as well. In fact, novel affords an outstanding platform for a wealth of pedagogic activities.

Lazar as cited in Rakhees explains that novel offers a look at the target language culture and enables the students to understand and appreciate it⁴⁶. Novels can improve the cultural knowledge among students. It enables students understand how the people of a country think, behave and believe. Addressing life dilemmas, novel reflects the actual-lifestyles conditions and teaches students how different human beings face issues much like their own and overcome them as Helton said.⁴⁷ Besides, novel provides a moral value which is delivers from the author to add knowledge or insight in reading and also to motivate the readers.⁴⁸ Novels dealing with events related to our real life and regarding to its authenticity, novel can encourage students to read more and draw a lesson from the story.

Moreover, based on McKay novel increases students' consciousness of language use as it evokes their understanding of conversational discourse. Through novel, students can experience things that never happen to them.⁴⁹ Using novels improves students' language proficiency and enriches their vocabulary. Novel makes students acquainted with the vocabulary and structure of the target language, it makes them aware of how words are meaningfully linked with each other. Novel offer

⁴⁵ Chih-hsin Tsai. (2012). *Students' Perceptions of Using a Novel as Main Material in the EFL Reading Course*, (Journal of English Language Teaching, Vol.5 (8):103-112. Published by Canadian Center of Science and Education), page 104.

⁴⁶ Arafat Abdali Rakhees, *Op.cit*, page 9.

⁴⁷ *Ibid*.

⁴⁸ Dewi Purwati, et al, *The Moral Values Analysis As Reflected In Novel "Akeelah and The Bee"*, (University of Education Muhammadiyah Sorong, Vol6(1), 2019), page 42.

⁴⁹ Arafat Abdali Rakhees, *Loc.cit*

students to practice their new language and literacy skill. Furthermore, novel develops students' interpretive skills.

In brief, novel with its variety of human experiences give a good impact on language teaching. Novel helps the students in knowing the culture of the target language. Moreover, it improves students' language since they become familiar with the various linguistic forms. In addition, novel teaches about other people experiences, feelings, or ideas and help the students understand on how people face problems and overcome them.

B. Relevant of Literature to English Language Teaching

The word literature is used to describe any form of writing marked by its art form, creativity, imagination, and purpose. It can be in the form of poems, plays, novel, and short stories. Literary work can be used as a material for English language teaching lessons as it demonstrates a wide range of language use in authentic contexts. Collie and Slater as cited in Arafat give an explanation for the reason behind the use of literature in English teaching and learning, because literature can be regarded as precious actual material that enriches culture, language, and personal involvement. Literature possibly give students the opportunity to practice English language as native speakers' speaks and thinks in real life situations, which allows students acquainted with many language forms and expressions utilized by native speakers.⁵⁰

Literature precisely presents to the students concerning cultural background of the world outside where diverse social, religious, and historical settings are introduced in literary works as novels, drama, and stories. As a result, students may have a capability to explain speeches in a social and cultural context. The term of personal participation means that literature fosters personal interest in readers and diverts students' attention beyond the more mechanical aspects of the foreign language system.

⁵⁰ Arafat Abdali Rakhees, *Op.cit*, page. 4.

However, Erdem explains that the focus in learning a foreign language is not always about understanding the grammar or enriching the vocabulary but also getting familiar with the culture, geography, and socio-economic of the targeted language. It is necessary to recognize the history of the people and their traditions for better communication.⁵¹ When learning a foreign language, the learner also need to understand how to use the language. For instance, the pronunciation of the words, the use of a same words but has different meaning, and some slang words that can be considered as a polite or impolite words to say. In fact, the use of literary texts that is suitable for students' foreign language teaching level is the most effective way to attain of these aims and to enhance the use of language skills of students.

Literature facilitates students to acquire a native English proficiency, express their ideas in good English, learn the characteristics of modern English, understand how to communicate using English language system and become more proficient in English, more creative, critical and analytical as well. The benefits of using literature in language teaching based on some experts, namely:

1. Literature improves learners' linguistic knowledge

When students read literature, they will gain various vocabulary and learn grammatical system, it will definitely broaden their linguistic insight. Literature considered as a source of language that used more completely and skillfully, affirmed Spack. The use of literary work is a great opportunity to enrich the language.

2. Literature offers a meaningful input

A sufficient amount of comprehensible input make learners develops their language proficiency and give them a chance to be a competent language users. As Pugh states that literature is a rich potential source for a meaningful input outside the classroom.

⁵¹ Mustafa Erdem, *Literature In English Language Teaching*, (European Journal of Language and Literature Studies, Vol 4(1), 2016), page. 158.

3. Literature increases consciousness of language

Increasing students' language awareness, it is worth to integrate between literature and language. It is believe the combination between both of them can be a superb opportunity to increase language awareness. Literary encounters generate students awareness of how words are connected to each other in meaningful ways.⁵² In short, students will see how vocabulary and structure are linked in sentences.

4. Literature presents authentic materials

Literature provides students with real examples of life that the author write. When literature is used in language learning, it gives students a view life issues based on reality. They can master the language efficiently and effectively with authentic materials which offer them real examples.

5. Literature build communicative competence

Collie and Slater explain that the integration of language and literature let the student derives the benefits of communication. This is due to literature affords students to see how characters and how language is used for different communicative functions. Literature may encourage and stimulate students' in learning a language and promote communication in the classroom. Furthermore, students may practice interact the language meaningfully when learners are engaged in literature discussions.

6. Literature provides cultural understanding of the target language

Students will increase their understanding of other people culture through literature. Using literature is an ideal way to portray a country's culture. Therefore, students will appreciate d other people cultures.

⁵² Cagri Tugrul Mart, *The Use of Literature In Language Teaching*, (Journal of Educational And Instructional Studies In The World, Vol6(2), 2016), p. 77.

7. Literature develops interpretive skill

Literature will definitely improves student interpretive skill since they will draw a conclusion from texts in classroom activities. Students try to compose meaning and get the sense of the text and develop their interpretation skills.

8. Literature contributes to students social development

Literature provides students an insight of world issues since it includes universal themes. Through this literary encounters, students may widen their experiences and develop their personal opinions.⁵³

In conclusion, integrating literature into language courses is an ideal opportunity for language development and language enrichment. Through literary works, students may broaden their knowledge of linguistic, skill of languages, and consciousness of language. In literature texts, students learn of how words and structures in sentences function, and also see how characters in literary works interact, which helps them develop their communication skills. Moreover, literature helps students improve their language proficiency and provides them to learn the culture of the target language at the same time. There is a connection between students comprehension of the target language culture and language learning. In addition, literature develop students ability in getting a sense and draw a conclusion from a text. It also affords students an insight of some world issues that widen their knowledge and develop their critical thinking.

⁵³ Cagri Tugrul Mart *Op.cit.*

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